

# Teacher's Attitudes Towards E-Learning in Higher Secondary

Madhuri Kriplani<sup>1</sup> and Mrs. Pallavi Nagar<sup>2</sup>

Research Scholar, Devi Ahilya Vishwavidyalaya, Indore, Madhya Pradesh, India<sup>1</sup>

Guide, Devi Ahilya Vishwavidyalaya, Indore, Madhya Pradesh, India<sup>2</sup>

**Abstract:** *The rapid integration of technology in education has ushered in a new era of learning methodologies, with E-learning playing a pivotal role in higher secondary education. This research paper aims to investigate and analyze the attitudes of teachers towards E-learning in the higher secondary education sector. The study employs simple random sampling technique survey to gather comprehensive data from educators. The research focuses on understanding the factors that shape teachers' attitudes towards E-learning, exploring the challenges they face, and identifying the perceived benefits of integrating digital platforms into the teaching-learning process. By delving into the individual experiences and perspectives of teachers, this study seeks to provide valuable insights into the dynamics of technology adoption in educational settings. Furthermore, the research examines the impact of teacher attitudes on the effectiveness of E-learning implementation, considering factors such as technological proficiency, pedagogical adaptability, and institutional support. The findings of this study contribute to the existing body of knowledge on E-learning in higher secondary education and offer practical recommendations for educational policymakers, administrators, and teacher professional development programs. Ultimately, this research aims to foster a deeper understanding of the complex interplay between teacher attitudes and the successful integration of E-learning in higher secondary education, paving the way for informed decisions and strategies to enhance the overall quality of digital education in this critical academic stage*

**Keywords:** E-learning

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